



## **Zaytuna Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY216072
<b>Inspection date</b>	13 September 2006
<b>Inspector</b>	Diana Pidgeon
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<b>Registered person</b>	Zaytuna Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Zaytuna Day Nursery registered in 2002. It operates from a community centre in the Hyson Green area of Nottingham. The centre was established to provide support to the local Muslim community. The nursery provides an Islamic environment, which includes some Islamic studies. Children are cared for in one large room with toilet facilities directly accessible. There is an enclosed outdoor area and the centre's gym is sometimes used for physical activities.

The nursery is open Monday to Friday from 09:00 till 11:30 and 13:00 to 15:30, term time only. Children generally attend for five mornings or afternoons a week. The setting receives nursery education grant funding for children aged three and four years. Of the 33 children on roll, 31 are funded. No children have learning difficulties or disabilities. The majority of the children attending speak English as an additional language.

Four staff, all of whom have early years qualifications, work with the children. The setting receives support from teachers and mentors from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is effectively promoted because staff follow appropriate hygiene routines that minimise the risk of cross-infection. Tables, hand basins and floors are regularly cleaned, ensuring all areas remain clean and suitable throughout the session. Children reliably wash and dry their own hands before snack time and fully understand why doing this keeps them healthy. Their medical needs are very clearly supported as staff ensure they gather all appropriate information to manage any specific conditions. Minor accidents to children are treated caringly and appropriately as staff hold relevant first aid qualifications.

Children start to understand why certain foods are good for them as they enjoy a variety of nutritious snacks, including a selection of different fruits, daily. Snack time is a social occasion where children and staff sit together and good manners are encouraged. Children develop their independence skills as they unwrap and place their straws in their cartons of milk. Through conversation with the staff they learn about different foods and how certain foods, such as milk, makes their bones strong.

Children enjoy good opportunities for energetic exercise through a range of well-planned play in the secure outdoor area or sports hall. They enjoy using a range of equipment, such as wheeled toys, balls and hoops, which promotes their co-ordination and control. Children learn to pedal bikes, to jump in and out of hoops and to throw and catch a ball. All children are given appropriate challenges. For example, children who can jump in the hoops are encouraged to try to hop.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, safe and secure environment. The playroom is for their sole use and is attractively decorated with relevant displays and examples of the children's work. Activities are set up before children arrive, which means they quickly settle to play. The room is thoughtfully arranged with easy access to a wealth of age appropriate resources, clearly labelled and stored in low units. This means children help themselves, for example, to paper and pencils, and therefore can extend their play.

Children stay safe because staff are vigilant in their supervision of the children. There is good security in the playroom and children's arrival and departure is carefully monitored. Full risk assessments are in place and daily checks are made, for example, on the outdoor area before children go outside. Children learn to take responsibility for their own safety through daily routines and staff explanation. For example, children sweep spilled sand and help to tidy away toys so that they do not trip on them.

Children's welfare is safeguarded as all the staff are clearly aware of their roles and responsibilities towards protecting children from possible abuse or neglect.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and enjoy their time in the nursery. They are keen to access the range of play activities provided and remain interested and engaged throughout the session. Positive relationships with staff and the other children help to promote children's confidence and self-esteem. Daily routines are well established and give children a clear sense of order. They enjoy long periods of free play when they choose what they wish to do and have time to become absorbed in activities. Children benefit from small group activities and enjoy coming together to sing songs or listen to a story. All children are included because staff successfully adapt activities to meet their differing abilities and offer support to children for whom English is not their first language.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as the staff have a thorough knowledge of the Foundation Stage and understand how children learn through play. Good emphasis is placed on free play, which allows children to make choices from the planned activities, thus fostering enjoyment and interest. All areas of learning are covered on a regular basis with time for children to consolidate their skills. Staff clearly understand what children are expected to learn from activities but are also open and alert to the spontaneous opportunities for learning that occur. For example, while children are finger painting they begin to mix the colours of paint and staff use this as an opportunity to introduce new vocabulary and observe change. Activities are adapted to meet individual children's needs and to ensure older and more able children are challenged. For example, older children begin to take turns and play organised games with adult support. Staff spend their time working closely with the children, promoting their self-esteem through praise and encouragement. The use of interesting themes and topics broadens children's knowledge and provides a framework around which weekly and daily activities are planned. Although staff observe the children and consider what they know and can do, this information is not currently used effectively. Appropriate assessment systems are in place, but progress is not always regularly recorded meaning that these do not give an accurate picture of children's current levels of attainment.

Children are motivated and show positive attitudes towards learning. They eagerly participate in activities and concentrate well to complete their chosen tasks. Older

children demonstrate a caring attitude towards their younger friends and help them to understand the accepted code of behaviour. Children's independence skills develop rapidly as they find an apron to wear at messy play and return it to the peg afterwards. Initially many children have a limited understanding of English, but their skills in communication quickly develop as they engage with staff and others. Children begin to join in with familiar songs and prayers during group times. Some children develop confidence to sing a song to the others and older children clearly describe what they are doing as they play. All children love to look at books and do so for their own pleasure. They recognise print around the room and readily recognise their name cards at snack time. Most children enjoy making marks and do so with a range of materials. Older children are beginning to recognise letters and many attempt to write their names to label their work.

Children count confidently. They recognise numbers in the room and use a range of mathematical terms to compare objects. Some younger children confidently sort objects by colour and size and older ones describe different shapes around the room. Children begin to explore and find out about the world in which they live. They enthusiastically explore change as they mix cornflour and water and compare cooked and uncooked pasta. They take great pride in the tomatoes they have grown outdoors and recall how these were planted and have grown. Children create pictures using paint, crayons and collage materials. They enjoy acting out their home experiences as they play in the home corner, ironing the babies' clothes. These positive experiences mean children learn while they have fun.

### **Helping children make a positive contribution**

The provision is good.

Children begin to develop a sense of belonging as they recognise their own name tags, individual coat pegs and see their photographs displayed within the nursery. They form positive relationships with staff and their peers, which helps to promote their confidence. Most children speak English as an additional language and staff are skilled in supporting them through the sensitive use of their home language and introducing English to them. This means children quickly settle, gain confidence and rapidly develop their communication skills. Children with learning difficulties or disabilities receive appropriate support to enable them to fully participate in the nursery activities. Staff work closely with other agencies to meet any needs.

Children behave well. They show a clear understanding of the expectations for their behaviour, and show care and consideration for others. For example, at group time children sit on their individual mats and listen when others are speaking. They willingly share resources and take turns, for example, when riding the bikes. Effective use of praise and reward systems, such as stickers, builds children's self-esteem. Their awareness of their own and other cultures is raised through the daily routines, topic work and outings in the diverse local community. Consequently children are developing positive attitudes to the customs and lifestyles of others. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents are welcomed into the

nursery and are encouraged to play an active role in supporting their child's education. For example, they help children to find objects to bring to the nursery for the letter of the week table or dress their children in an item reflecting the colour of the week. Parents are invited to share their own expertise by helping staff label wall displays with words in their home language. Children take home books to share with their families and this provides good opportunities for parents to be involved in the child's learning. This positive approach fosters a good, supportive partnership. Parents are kept well informed of their child's progress through daily feedback from staff. Children's development is discussed at open days. Information is also shared through notices and newsletters. Although certain policies are displayed on the notice board, parents do not readily have access to all the policies and procedures that guide the nursery and therefore may not be fully informed about these.

## **Organisation**

The organisation is good.

Children receive good levels of support and supervision to help them feel secure. Effective recruitment and induction procedures ensure that children are cared for by a qualified and motivated staff team. Staff are clear about their designated responsibilities and work very well together to meet the needs of the children. All the relevant documentation is in place to support the care of the children. It is well organised and held confidentially. Whilst all policies and procedures are in place some, such as the complaint policy and child protection statement, have not been updated to reflect the current requirements and latest guidance. This means staff and parents may not be fully aware of the requirements.

The leadership and management of funded children is good. The manager has a very clear commitment to ongoing improvement and works collaboratively with advisors from the local authority to improve practice. All staff willingly take on board new ideas and training and incorporate these into the daily routines, so improving the outcomes for children. Staff use evaluation positively to monitor and improve practice. The provision meets the needs of the range of children who attend.

## **Improvements since the last inspection**

Since the last inspection the provider has effectively addressed most of the recommendations raised in relation to the care of the children. Staff have accessed appropriate training so that their knowledge of first aid, child protection and special educational needs enables them to support the outcomes for children. Regular fire practises are now held when children and staff are present. This raises their awareness of how to evacuate the premises in an emergency and ensures the procedures work in practice. This has improved the overall safety of children. All the required records relating to the care of the children are held, so improving all outcomes for children. However, policies and procedures are not yet readily accessible to parents, meaning they are not fully informed. This is carried forward as a recommendation from this inspection.

An action plan was devised to address the key issues raised in respect of the nursery

education. This has now been successfully completed, with all the issues addressed. Through changes to the staff working with the children and attendance at appropriate training, staff's knowledge of the Foundation Stage has been improved. This means they now plan and provide an appropriate curriculum for the children that covers all the areas of learning. Assessment systems are in place and used to record children's developmental progress. Additional resources have been purchased to support all areas of learning, especially their physical development, creativity and to enhance their knowledge and understanding of the world. The effective use of these resources has resulted in children making good progress towards the early learning goals.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop systems to share the nursery policies and procedures with parents
- review the policies and procedures regularly so that they reflect latest guidance, with particular reference to the complaint procedure and child protection statement.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the use of observation to determine what children know, understand and can do

- make more effective use of the assessment system to identify children's progress towards the early learning goals.

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